



Deborah A. Gist
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

VACANCY NOTICE

DIVISION OF ACCELERATING SCHOOL PERFORMANCE OFFICE OF MULTIPLE PATHWAYS

* EDUCATION SPECIALIST, SECONDARY REFORM

Salary (Min) \$64,680, (Mid) \$84,085

(Pay Range updated effective September 26, 2010)

POSTING PERIOD: September 22 – October 5, 2010

Applications will be accepted until position is filled.

APPLICATION REQUIREMENTS:	Mail or email application materials to:
<ul style="list-style-type: none">➤ Cover letter➤ Resume➤ 2 current letters of reference➤ CS-14 application➤ Equal Employment Opportunity Form (optional)	<p>Rhode Island Department of Education Office of Human Resources 255 Westminster Street Providence, RI 02903</p> <p>hr@ride.ri.gov</p>

Employment opportunities, application requirements and instructions posted at www.ride.ri.gov

REASONABLE ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES CAN BE ARRANGED IN ORDER TO PERFORM THE ESSENTIAL FUNCTIONS OF THE JOB.

PLEASE NOTE: Candidates selected for interview will be required to submit official transcripts.

**Subject to FTE approval and available funding*

(Position is part of Local 2012, AFT)
AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

NONCLASSIFIED JOB DESCRIPTION

TITLE: Education Specialist, Secondary Reform

GENERAL STATEMENT OF DUTIES: To lead and support state, local districts, middle level and high schools, including public secondary schools, career and technical centers, public charter or alternative schools in standards-based education and systemic reform that works to ensure that all students receive opportunities to learn and achieve high standards.

SUPERVISION RECEIVED: Works under the supervision of a manager with wide latitude to exercise independent judgment. Work is subject to review on a periodic basis or upon completion for results achieved and for adherence to professional standards of conduct.

SUPERVISION EXERCISED: Generally none. May work as part of teams and in collaboration with others with wide latitude for the exercise of independent judgment to achieve results. May be involved in providing input to the performance management process as a peer or colleague as appropriate.

ILLUSTRATIVE EXAMPLES OF WORK PERFORMED AND ESSENTIAL FUNCTIONS:

Facilitate Implementation of Board of Regents Secondary Regulations.

Enhance teaching and learning by building local district, school and community capacity to design and implement exemplary educational programs and services.

Provide leadership and collaborative assistance to local district, schools, and communities to address issues of high school improvement such as systematic reform, and various program approvals.

Assist districts, middle level and high schools in adopting a standards-based approach across curriculum, instruction, assessment and professional development to provide high quality teaching and learning opportunities and environments.

Support schools and districts with the development and implementation of strategic plans to improve student achievement.

Work with external groups and partners to promote the transformation of Rhode Island secondary schools consistent with policies of the Regents and the Department and the best national thinking on issues related to secondary schools.

Collect, synthesize, and evaluate data in a systematic manner regarding Rhode Island high schools and comparative data from other states and the nation as a whole.

Participate in various committees, panels, work teams, and task force as assigned.

Administer grants as assigned.

Provide timely, accurate and courteous responses to public inquiries and requests.

Perform related work as assigned.

REQUIRED QUALIFICATIONS

KNOWLEDGE AND SKILLS:

Knowledge of national content standards and relevant state performance standards suitable for high schools in various subject areas and industry standards as they relate to career and technical education.

Knowledge of standards-based curriculum, instruction, and assessment to improve middle, and high school student performance.

Knowledge of the Board of Regents Secondary Regulations as well as associated state regulations.

Knowledge of school improvement processes suitable for secondary schools.

Knowledge of models and approaches reflecting research and experience in school and teacher effectiveness, organizational and staff development, curriculum improvement and parent/family involvement.

Knowledge of trends and issues in curriculum, instruction, assessment, state and federal programs, and resource for school improvement.

Knowledge of innovative transformational strategies to improve access and opportunity for students and to enhance the multiple pathways offered to RI students

Skilled in providing consultation and professional development in such school improvement tasks as strategic planning, assessing needs, parent and community involvement and working collaboratively.

Skilled in interacting and collaborating with diverse groups and individuals on a wide range of topics and issues.

Skilled in communicating effectively both orally and in writing.

Skilled in organizing work tasks.

Skilled in interpreting policy, rules and regulations.

Skilled in conducting, reading and summarizing complex studies, analyzing and evaluating data and preparing reports.

Skilled in preparing grant applications, implementing and evaluating grants.

Skilled in the use of technology, including computer-aided analysis.

Skilled in interpersonal exchanges as applied to interaction with coworkers, supervisor, clients, the general public, etc. sufficient to exchange or convey information and to receive work direction.

Second language ability and knowledge of second language acquisition desired but not required.

EDUCATION:

Advanced degree in education, curriculum and instruction, or educational leadership with coursework in such areas as school improvement, curriculum planning and development, and instructional leadership.

EXPERIENCE:

Minimum of seven years employment as a high school teacher and work in curriculum development, professional development, and /or school improvement activities. Experience as a middle level and/or high school department chair and content expertise in at least one area of the high school curriculum. Active participation and membership in national and state organizations related to content area and/or general high school issues.

OR: Any combination of education and experience that shall be substantially equivalent to the above education and experience.

Must have own transportation and be available for evenings and occasionally on weekend.

Reasonable accommodations can be made for qualified individuals with a disability.

Date: March 17, 2010